**BLOCKs D and H English Lit 10**

Rotation 1 August 8 – August 15 :

**Cycle 1**

**C- 1**

1. Welcome
   1. Who am I : [power point](../Liisa's%20Opening%20Day%20stuff/Welcome%20Back%20-%20Liisa!!!!2011-21.pptx)
   2. Who are you? –
      1. Pet Peeves: (IN NOTEBOOK OR CARDS) – Pod groups
   3. Course Syllabus
   4. Classroom Expectations
      1. Bring Textbook and **notebook** to class
      2. Working laptop with Microsoft word
      3. What I expect from students- when bell rings: In seat – prepared for w-up
      4. Off limits areas of the room
2. Groups- Creative Representation of Classroom Rules/goals on back of name plate – Quick Class discussion/share{ 1 Writer Goal, 1 Personal Goal, 1 Class Expectation Goal}
3. Independent writing/homework
   1. Choose **2** ESLR’s that you want to focus on this year. Three options- Write a rap for each ESLR (set it to a pop song), or a poem (15 lines), or 150 words …
      1. Must communicate
         1. Where you are now.
         2. Where you want to be.
         3. Why you should make these changes.

**C-2:**

1. Warm-up: Group share Favorite ESLER –{ small pods }
   1. Sharing ESLER - whole class – Keep work in journals
2. Distribute Books-Fill out sign out sheet.
3. Intro to Short Story Unit-
   1. Go over essential Questions-
4. Literary Elements check: Teacher check what you know – No Grades, No Worries (15 minutes)
   1. Read :The Colomber for enjoyment –   
      Teacher Read ½ - ½ silent while kids add name in e-mail.
5. Process and complete for homework if necessary: What you liked most/least about this story

Think/Pair Share Why do you think the author wrote this story? What is he trying to say?

**C – 3**

W-up: Moodle Sign-up/Answers to quiz (Moodle)– Study for the end of the unit

Class name: English 10 Williams/Gilbert Enrollment Key: eng10

Journal Idea: What drives you? What is important to you? What makes you tick?

5 minute - Intro: Why does an author write a story….Authors Purpose: Theme –

1. Look over notes from initial reading – Think/Pair/Share
2. Group Discussion – Complete #4 and #5w/group – Discuss Answers/Add ideas to individual answers in order to form notes..

In Pairs: Complete blank graphic organizer on Colomber –

Ticket out: putting email address in my computer

**C-4**

W-up: When in your life have you faced your fears and what did you learn from that experience

1. Finish Graphic organizer Colomber – Group Work
2. Lottery Pic – Show what you know: Graphic organizer –
   1. Students fill in organizer on [white board](Lit%20Elements%20Blank.doc) (image displayed…)
   2. Class take notes

Discussion/Overview- Plot Structure – Distribute Plot Diagram Elements /Overview and Review

1. Listen to [song](http://www.youtube.com/watch?v=cZUy8-zX67c): Sigure Ros song “Saeglopur” consider the song as a plot diagram…

TPR exercise….

1. HW- plot structure: The Colomber – No theme

HW- Complete plot structure on the Colomber

**Unit 1, Day 5**

**Cycle 2- Day 2**

W-UP = When in your life did you hope for something and when you finally received the item it wasn’t what you expected? …Draw a quick picture and reflection…

1. Complete Plot Diagrams for formative grade
2. Distribute Theme Categories Notes [(Moodle)](Theme%20Categories%20Notes.docx)
3. Table groups: What is the best fit (theme category) for “The Colomber”?
4. What is the author trying to say about that theme category through the story?
5. -Write up in groups on Google Doc/Discuss

HW – Complete google doc and theme statement

1. ~~How does the plot of this story help support the theme statement that we have written on the board>?~~
2. ~~Ticket out: How does the plot help support the author’s intent? -~~
3. ~~Turn In for Formative Grade…~~

**Cycle 2-Class 2**

**Quick Review/Reflection**

1. **:** Please write your theme statements from the Colomber on the board.
2. W-Up in Journals: Class Discussion – How does the plot of this story help support [the theme statement](The_Colomber-_All_Theme_Statements.docx) that we have written?
3. Look at Unit Question: How does the plot help support the author’s intent? -

Turn In plot diagram for Formative Grade…

**Introduction to new Story: “Gentleman of Rio en Medio”**

**Journal:** Would you pass up a chance to make money in order to do something you do believe in? How can you connect your answer to an ESLR?(5min)

**B. Language Preview:** Anyone speak Spanish? What do the following words mean?

-Rio en Medio (river in the middle) -Buena gente (good people)

-sobrinos (nephews/nieces) -nietos (grandchildren)

**C. Preview/Build Background**

**-**Google Image Search “Santa Fe, NM, Images” and scroll through some

**D. Read “**The Gentleman of Rio en Medio”

-Students read a paragraph/popcorn, etc.

E. **Response Journal**:

(1) In what ways do you connect to this character? (5min)

(2) What major conflict has the character overcome? Does this help us formulate a theme statement?

(3) What is the author write this story? What was his intent? -Include broad theme category

~~HW: Distribute “Gentleman” Study Questions~~ [~~(Moodle)~~](Gilwil's%20remix%20Gentlemen%20of%20Rio%20en%20Medio%202011-12%5b1%5d.docx) ~~-Pod groups jigsaw, (divide up questions). Students only complete 1 or 2 questions at home;~~

**Class :**

**Response/ Reflection Journal:** x4

1. **Why did the author write this story?**
2. **In what ways do you connect to this character? (5min)**
3. **What major conflict has the character overcome? Does this help us formulate a theme statement?**
4. **What broad theme category does this story fit into the best?**

**Distribute “Gentleman” Study Questions** [**(Moodle)**](Gilwil's%20remix%20Gentlemen%20of%20Rio%20en%20Medio%202011-12%5b1%5d.docx)

**-Pod groups jigsaw, (divide up questions)**

**-Students individually complete 1 or 2 questions;**

**Jigsaw Discussion Questions (15min)**

**-Students should “teach” their question(s) to other group members**

**-Other group members should be writing down answers**

**-Explain: This isn’t just a copy-paste activity, I want you to explain/describe, not just read, which means your group members need to pay attention and take notes.**

**C. Whole-group discussion of “Gentleman” Study Questions (10min)**

**-Discuss religious overtones (question #3)**

**HW – E-mail questions/answer to gilbertl@tcis.or.kr**

**Cycle 2- Class 4**

**A. Warm-up: Journal What do you think Characterization means? (3min)**

**B. Characterization** [**PowerPoint**](Characterization%20remix%20round-flat-static-dynamic%20gilbert.pptx)

**-Direct/Indirect, Flat/Round, Static/Dynamic**

**C. Take out “Gentleman” Study Questions (5min)**

**-For each question, relate if the characterization is direct or indirect.**

**-Briefly discuss why**

**D. Apply character attributes to Don Anselmo (is he round, flat, static or dynamic) (5min)**

**E. Characterization of Don Anselmo** [**T-Chart**](Don%20Anselmo%20Character%20T%20Chart.docx) **(MOODLE)**

**-T-chart should be “Personality of Don Anselmo” Indirect Characterization traits (STEAL) on one side, and a quote on another**

**E. ~~Characterization Wheel (30min)~~**

**~~-Make a character wheel of the “round, like a wheel” character~~**

**~~-List general personality traits in spokes (descriptive adjectives ex. Honest – Think about ESLRs..)~~**

**~~-Then cite specific incidents/clues/textual evidence that illustrate chosen traits~~**

***~~Turn Character Wheels for formative grade…~~***

**Cycle 3 Class 1**

**W-up: Journal/Reflection: What is your new understanding of the term Characterization?**

**Pick a person (famous/personal friend/character from a book, etc.) then draw their character type as you see them**

**1. Characterization Wheel (10min)**

**-Make a character wheel of the “round, like a wheel” character**

**-List general personality traits in spokes (descriptive adjectives ex. Honest – Think about ESLRs..)**

**-Then cite specific incidents/clues/textual evidence that illustrate chosen traits**

***Turn Character Wheels for formative grade…***

**2.Theme: What is theme and how does Characterization help support the theme?**

**Theme – PowerPoint –** [**Active Listening**](../Theme ppt%20english%20gilbert%20remix.pptx)**.**

[**Theme Prezi**](http://prezi.com/jzve90x5u7gp/theme/?auth_key=2c3a49741ccc0a0b03ca74bf91787b94bf82b246)

**Decide as a pod what theme category The Gentleman of Rio en Medio fits under**

**Review Method for finding theme – Go through steps w/table groups**

**Design Rough theme statement**

**Refine your theme statement…**

**Put on the board/Discuss**

**Bonus question: How does the author intentionally craft Don Anselmo in a way that supports his/her theme.**

**Cycle 3 Class 2**

**W-up: Group decision about which theme category best fits The Gentleman of Rio in Medio f…**

* **Design Rough theme statement**
* **Put on the board/Discuss pros and cons = Refine**

**Bonus question: How does the author intentionally craft Don Anselmo in a way that supports his/her theme.**

**Irony song…. *Isn’t it Ironic*…Alanis Morisette – Irony definition…When the opposite of what is expected happens.**

* [**Listen**](http://www.youtube.com/watch?v=Nm-1xvWibt0) **once and write down as many examples of irony as possible -**
* **Turn and Talk**
* ***Listen w/words – 2nd chance… - See how many you can get… ;)***

[***Presentation/Rollercoaster***](http://prezi.com/bhrksr1u5oqx/edit/?auth_key=qtttr86&follow=williamsj@tcis.or.kr) ***– Irony – 3 points of irony….***

***Vocabulary*  Preview. Top 10 words….** [**Vocabulary boxes**](Vocab%20cards.docx)**…x5 - Just Lather.**

**HW. Finish vocab.**

**Cycle 3, Class 3**

**A. Warm up: Vocabulary Walk**

**- Students either have a vocabulary word OR definition**

**-They find their match**

**-When everyone is found, read word + definition, one-by-one**

**B. Read “Just Lather, That’s All”**

**-Stop when appropriate for dialogue**

**C. Ironic Trifold - Pair Activity**

**-Each fold is one type of irony presented in “Just Lather”**

**-Three Things:**

**1. Identify Type**

**2. Draw photo representation**

**3. Explain how your example shows the specific type of irony**

**Cycle 3, Class 4**

**5 minutes to finish Ironic Tri**

**W-up: Near the end of this story, the narrator makes the surprising suggestion that there is a fine line between a reputation as a hero and reputation as a murderer. Do you agree or disagree with this opinion? Can you give some examples from real life to support your view?**

**A. Look at Context of Story – Think about whether or not the author’s life experiences/view actually framed this story?**

**-Author is from Colombia**

**-Colombia has seen lots of conflict b/t gov. and rebels**

**-Colombia still struggles with violence and crimes**

**Think About… Author’s Intent**

**-What do you think his intent with this story is?**

**-Important to understand the POV in story b/c it will lead us to theme; there is an intentional use of POV to allow for the display of irony, and ultimately, the theme of the story**

**-As you watch the presentation on POV, your job is to think about how POV and irony impacted the theme**

**D.** [**Point of View**](http://prezi.com/u5gk5b9gpt_a/point-of-view/?auth_key=03744ba38fd039d4eea51bc287bd2cf79e226d3e) **Prezi**

**E. Class Competition**

**-Each of the groups needs to answer the following questions.**

**-Write answer on post-it notes**

**-I will read answers aloud and choose best ones**

**-Winner gets ????**

**1. Explain how the author’s intentional use of first person POV impacted this story (provide 2 examples)?**

**2. What kind of character is Torres (r, f, d, s)? EXPLAIN YOUR ANSWER**

**HW: Read “The Interlopers”**

**Cycle 4: Class 1**

**Warm-Up Introduce take home creative summative**

**-Use Short Story Summative Pt2 –** [**CREATIVE**](Creative%20Representation%20of%20Author%20Summative%20part%202%20short%20story%20Gilbert-Williams.docx) **and** [**RUBRIC**](MYP%20Rubric,%20Year%205,%20Creative%20Representation.docx)

**-Presentations: D Block= Day 4 (Sept. 7) and 5 (Sept. 8), H Block = Days 5 (Sept. 8) and 6(Sept. 9)**

**B. Explain Short Story Summative Pt1**

* **It is a test that you must answer questions regarding the unseen story and literary elements.**
* **Test will be given H and D block Day 2, Sept. 5, 2011.**

**C. Brief Explanation Essay Response:** [**Multi-Point Paragraph**](http://prezi.com/fksone9of1fl/multi-point-paragraph/?auth_key=0e0abd259e07952d38fd3cebbf201ed029a197aa) **– Resources – Hamburger.**

**D. Introduce** [**comparative Language**](Essay_Of_Comparison%20final%20gilbert.pptx)

**Practice: Using Don Anselmo (static character type) and Ulrich von Gradwitz (dynamic character type) compare and contrast how the author intentionally casts the character as dynamic and static in order to lead to the theme - Write 2 paragraphs due by next class. (2 paragraphs 1 support of textual evidence per paragraph, 12 point font, 1 inch margins and at least 5 sentences per paragraph no more than 8 per paragraph. Use comparative language in paragraphs.**

**Text to Text connection – Reflection: How can compare and contrasting literature help enrich our reading experience?**

**Take Home Quiz - Your job is to review elements.**

**Day 2 Cycle 4**

**w-Up: Literary Elements Review – BRIEF Question and Answer time…**

**ACTIVITY: SUMMATIVE TEST NEXT WEEK**

**Days 3 and 4 Cycle 4: Creative Response Summative Presentations**

**Sept. 27, 2010**

Warm – up: Journal - Explain when you had a positive effect on someone over Chusok break?

Objective: Students will be able to identify story elements in reading and explain the importance or relevance of these items on the events in the story.

Agenda

W-Up: Journal

Guided Practice – Finish Poster on Story Elements – If no time – Finish for HW.

Read: Too Soon a Woman and highlight with partner: Setting, Characterization, Protagonist, Antagonist, and Point-of-View.

Put these elements into words on chart and then work on explaining how the author is using the language to support the ideas of the book.

HW. All story elements up to date and work on narrative.

**Oct. 1**

W-up: What was one significant learning over SEW?

Objective students will review literary elements and their meaning. They will discuss this orally and in written form.

Agenda’

W-up

Guided practice = work with a partner to complete the missing information related to literary elements in chart form.

Students will complete practice analysis and play review games

HW. Study for summative – literary elements and review of all short stories and relative information. Summative will be on Wednesday.

Oct. 4

W-UP Turn and Talk – Tell your neighbor about the ‘climax’ of your weekend.

Turn to your partner and explain what effect setting has on the plot of a certain story, turn to your partner and explain what effect irony has on the theme of the story. Turn to your partner and explain what type of conflict is in this story and what effect this has on the theme or plot.

Guided practice: Students will choose an element in the story like characterization and explain the impact of this on another element like conflict, plot, theme or point of view. Fill out a paragraph of analysis review

Game: War: Literary elements

HW. Study for summative – literary elements and review of all short stories and relative info. summative will be Wed.

October 6, 2010

W-UP Q and A review

Review Game: Pick and find….for element and relation to the story.

Summative: Part one – paragraph of literary analysis

HW. Study for Summative Part 2.

Oct. 7, 2010

W-UP Q and A review

Summative Part 2 –

NO HOMEWORK….

Oct. 11, 2010

w-Up: What do you imagine yourself doing in a year from now? How will you achieve this?

Objective: Students will look at the new novel – and do some predicting – they will identify literary elements of setting, characters

Agenda:

W-up

Guided Practice: Students will read the first chapter to their novel and fill in corresponding literary supports.

Practice: Students will read and discuss.

Ticket Out: Draw a picture of the setting or characters in the story.

W-up: Turn to your partner and explain what effect setting has on the plot of a certain story, turn to your partner and explain what effect irony has on the theme of the story. Turn to your partner and explain what type of conflict is in this story and what effect this has on the theme or plot.

**Nov. 21**

W-up: Q and A – Jamie and her Bible – focus correct Q and A formation

Objective students will dialogue about chapters 8 and 9 using grammatically correct English. Students will be able to gain exposure to new vocabulary on read aloud an assigned chapter

Agenda’

W-up

Guided practice = Inside/outside circle- Chapters 8 and 9

Students will process ch. 10 vocab and read as much as possible

Students will begin writing scene from play in groups

HW: Students will complete study and guide and Ch. 10 questions for Wednesday

**Nov. 23 – Happy Wednesday!**

Objective: Students will dialogue about chapter 10 using grammatically correct English. Students will be able to show what they know through dramatic play and reflection.

Agenda

W-up – Q and A – Your relationship with God – focus correct Q and A formation

Guided practice = Inside/outside circle- ch. 8-10 questions

Collaboration: Group Skit – Ch. 10 assigned pages

HW: Students will read Chapter 11 create their own questions on Ch. 11 x 11 plus vocabulary.

**January 10, 2011: Happy New Year!!!!!!!!!!!!!!!**

Journal - Please respond to the following questions:

1. What was the most exciting thing you did over break – How did it make you feel?
2. What was the most dismal or boring thing you did over break, What did you do to change the situation?
3. Who was your favorite contact over break and why?

Getting into the mood: What is one lesson you will take away from **: A Walk to Remember**?

View Video…

January 11, 2011: Happy New Year!!!!!!!!!!!!!!!!!

Journal – Look through the book: A walk to remember…Write down your favorite passage, line and explain why – Share with the class.

Compare and Contrast – What are some similarities and differences between the movie and book – Use comparative language – written and oral discussion – Turn in 2 similarities and 2 differences

Finish Video…

**Thursday English 10B - January 13th**

Journal – Do you like poetry? Why or why

not?” (5 minutes)

Show a clip of Dead Poet’s Society reading of poem– How does this make you feel?

Shared reading of poetry x3 – In response to each poem the students will write down any words that immediately come to mind as they hear the poems read aloud. They can share those if they feel comfortable.

Vocabulary: Generations, labors, toil

Journal: students write thoughts on Ecclesiastes 1: 2-4, 11 Preview/Pre-teach

(Everything Is Meaningless) What does this make you think of or how do you relate to this?

2 “Meaningless! Meaningless!” says the Teacher. “Utterly meaningless! Everything is meaningless.”

3 What do people gain from all their labors at which they toil under the sun? 4 Generations come and generations go, but the earth remains forever. 11 No one remembers the former generations, and even those yet to come will not be remembered by those who follow them.

After intro: Have students respond orally to slide show pictures of monuments, mining equipment on iron mine, ships at sea, etc.

Read poem: Ozymandias and draw picture of what they have read and understood from poem.

Introduction to SIFTSEI…. What is SIFTSEI?: Go through PowerPoint/handouts – Students take notes.

**Tuesday, January 18th - Chantal McAllister will be leading/teaching this lesson-Please go to her room 201- She may alter these plans to what she has planned previously**

Journal Warm-up: If you knew you were dying - what would you leave behind and why?

Activity: Students read three poems aloud to the class, show students the text using the LCD projector. In response to each poem the students will write down any words that immediately come to mind as they hear the poems read aloud. They can share those if they feel comfortable.

SIFTSEI - Chantal work with students to recall what SIFTSEI letters stand for/have students write down their own meaning (for first 3 letters: S(sense), I (intention), F(feeling)) and draw a picture creating their own memory guide independently to be used throughout Poetry unit. Any poems along the way where connections are made, students will receive bonus point. Making connections!

Read Ozymandias poem for the second time - analyze the first 3 letters of SIFTSEI: Sense, Intention and Feeling and identify these in the poem: Ozymandias

Homework: Students bring in favorite poem to share as warm-up – be prepared to say why you like this poem.

Wednesday, January 19th**- Chantal McAllister will be leading/teaching this lesson-Please go to her room 201- She may alter these plans to what she has planned previously**

Journal Warm-up: In the poem, “Happy Thought”: Robert Louis Stevenson says, “The world is so full of a number of things. I’m sure we should all be as happy as kings: List all the things that make you happy.

Analyze: Tone & Symbol (Introducing each with an activities to help students understand) Students add notes to graphic organizer SIFTSEI

1. Tone - Introduce Tone via PowerPoint along with PowerPoint – play 2 poems – What feeling do you get? What words in poem support this feeling? Find tone in Ozymandias
2. Symbol – List as many symbols as you can think of – write them down with their meaning – Class competition. Show PowerPoint of symbols and go through symbol handout. Identify symbols in Ozymandias
3. Share poems that you brought to class and explain why you like this poem – try to identify tone and symbol in the poems

Thursday – January 19th **Monday, January 17th - Chantal McAllister will be leading/teaching this lesson-Please go to her room 201- She may alter these plans.**

Journal Warm-up: The following lines are from the poem “The Walrus and the Carpenter: by Lewis Carroll: “’The time has come’, the Walrus said, ‘To talk of many things: of shoes –and ships-and sealing wax-Of cabbages-and kings-‘“ List all of your favorite things to talk about.

Analyze: Emotion/Mood & Imagery Look through handouts and identify in Ozymandias Poem.

Apply – Group work: SIFTSEI application on another poem of Chantal’s choice.

Look up other poets and try to find examples of Mood and imagery or other elements of SIFTSEI. (Can look at The Walrus and the Carpenter” Give points for anything you can find.

Introduce some Poetic Devices – Simile – Metaphor – Repetition –Alliteration – Analogy - Onomatopoeia – etc. Have students experiment with language. Have them create examples 2-3 examples for ONE of the devices and bring in on Monday ready to present via PowerPoint (explain the device and examples).

Ticket out? Tell at least 4 letters of SIFTSEI and their meaning

HW – One literary Device examples and explanation to present in class in PowerPoint/poser format

When Liisa returns: Apply SIFTSEI and start poem Dulce Et. Decorum Est...

January 24, 2011

Warm0UP…Last week in English 10B, I learned, I noticed, I thought/felt… Please respond with 3 sentences. – Share responses

Today’s Objective; Students will be able to reflect on elements of poetry, read a poem and notice certain elements of poetry and make personal connections to poetry.

Agenda

1 – warm-up

2 – Students will listen to poem: Richard Cory, students will respond to poem using the words that they recognize that describe feelings or tell about the poem – ex. The words gentleman and clean tell me that Richard was a sophisticated man that walked with purpose and was handsome.

3 – Students will underline all words they know – we will investigate words they don’t with a partner

4 – Students will again respond to poem..

5 – What is Irony? How is the end of the poem ironic? Do this first Make a mind-map… draw a picture – what do you think the future would be for this man? In reality was is the future – How does this show Irony?…finish for HW.

**Jan 27th**

W-up: What does a successful person look like to you – Define success? Explain your answer.

Objective: Students will be able to work as a group to analyze a poem. Students will then try to identify what elements they found in the poem. Students will become familiar with some literary devices like Irony, characterization, mood .

Agenda

1. Warm-up
2. Students will discuss characterization of Richard Cory and ultimately his fate. How do you relate? In your opinion, what is the most important thing in life and what was missing from Cory’s?
3. As a class - Students will analyze irony, characterization – and write this out using prepared questions in a group
4. Students will read ‘We real Cool” and discuss what they notice about the poem – what makes it unique – what is it saying – why?
5. Answer questions as create a similar poem for homework – we will share these on Monday.

**Jan 28th**

W-up: Explain a situation where you were anticipating the outcome and to your surprise it didn’t happen.

Objective: Students will be able to work as a group to analyze a poem. Students will then try to identify what elements they found in the poem. Students will become familiar with some literary devices like Irony, characterization, mood, rhyme and rhythm.

Agenda

1. Warm-up
2. Students will discuss characterization of Richard Cory and ultimately his fate. How do you relate? In your opinion, what is the most important thing in life and what was missing from Cory’s?
3. As a class - Students will analyze irony, characterization – and write this out using prepared questions in a group
4. Students will read ‘We real Cool” and discuss what they notice about the poem – what makes it unique – what is it saying – why?
5. Answer questions as create a similar poem for homework – we will share these on Monday.

Feb. 8, 2011 Happy Lunar New Year: Spring is Coming!

W-UP: Lunar New Year Prediction: What is one goal or hope you have for the upcoming year? Please describe why it is so important.

Objective: Students will be able to recall certain information relating to poetic devices. Students will be able to identify a process to relate to and understand poetry.

1. What is irony? Think/Pair/Share
2. Questions for Richard Cory
3. Walk through Sympathy – Prediction – Purpose – Relationship…lead to SIFTSEI

HW – Answer questions: Richard Cory 1-6 = Ticket In tomorrow!

February 9, 2011

**Journal: Tell about a time when you felt sympathy towards someone or something or when someone was sympathetic towards a situation that was happening in your life.**

Objective: Students will be able to preview a poem and look for certain features. Students will be able to respond to a poem differently upon multiple readings and look at literary devices used by poets. Students will be able to make personal connections with lines of poetry

Agenda

1. Students will preview the poem “Tyger”
2. Students will read the poem multiple times and react differently each time using supports
3. Students will make personal connections to lines of poetry
4. Students will reflect and check their learning

5/HW….Students will independently read a poem and answer corresponding questions.

Didn’t get to…HW. Read through WE REAL COOL - write down what they notice about the poem – what makes it unique – what is it saying – why?

February 11, 2011

**Journal: Describe what “Being Cool” means to you – Include WHY you think this way.**

Objective: Students will be able to preview a poem and look for certain features. Students will be able to respond to a poem differently upon multiple readings and look at literary devices used by poets. Students will be able to make personal connections with lines of poetry – look at language and structure of a poem.

Agenda

What is your favorite song and why?

1. Students will look at elements of poetry pp. and indicate those they know and those they don’t
2. Students will preview the poem “Sympathy”
3. Students will read the poem multiple times and react differently each time using supports
4. Students will make personal connections to lines of poetry
5. Students will reflect and check their learning

5/HW….Students will independently read a poem and answer corresponding questions.

HW. Read through WE REAL COOL - write down what they notice about the poem – what makes it unique – what is it saying? Answer guiding questions.

Feb. 15th, 2011

Journal: What is your favorite song? Why? What is the artist trying to communicate?

Objective: Students will be able to preview a poem and look for certain features. Students will be able to respond to a poem differently upon multiple readings and look at literary devices used by poets. Students will be able to make personal connections with lines of poetry – look at language and structure of a poem.

Agenda

1. Students will go over their questions – Read and respond.
2. Students will jig saw some lit. Elements: mood/tone/symbol/imagery, They first will read and respond on a piece of paper as a team w/out paper – they then will get the paper and further add details. They then will share with rest of group. Keep doing this thought you areas
3. Students will read the poem multiple times and react differently each time using supports
4. Students will make personal connections to lines of poetry
5. Students will reflect and check their learning

5/HW….Complete full process for We Real Cool in addition to finishing work on all other poems – Richard Cory and Sympathy– make sure to go line by line (cloze reading)

February 16

Objective: Students will be able to identify certain literary terms essential to reading poetry. They will be able to categorize this vocabulary and apply in correct settings.

Warm-up: What do these words remind you of – Heart, Fire, School?

Agenda: Tyger

1. Students will revisit mood/tone and answer questions.
2. Students will look literary/poetic devices and categorize according to best fit into these categories or the properties elicited by certain words: Sound Devices and Resemblance/Descriptive Devices
   1. Alliteration 423, consonance p. 426, repetition p. 437, rhyme and rhyme scheme p. 438, rhythm 439, onomatopoeia 435
3. Students will be exposed to ‘denotation’ and ‘connotation’ Look at differences and apply to past examples in poems and Tyger
4. Students will preview the poem “Tyger” and answer certain questions – rhyme scheme

Finish for HW.Students will read the poem and be explain the denotation or connotation of certain words.

As you can see the powerpoint that i sent, what I will do is to give a certain word and to let students write down what the word remind them of.

After the warm up, i will go over Mood and Tone with your powerpoint materials.

Then, I'm planning to let students know what the objectives are , to classifying poetic devices and to start with denotation and connotation.

After I'm done with that, i will go into the poem, 'the tyger'

If you have any questions or something that I have to revise, Please let me know.

February 18th, 2011

Warm-Up: Objective: Students will be able to read through a poem several times and annotate. Students will be able to respond to a poem differently upon multiple readings and look at literary devices used by poets. Students will be able to make personal connections with lines of poetry – look at language and structure of a poem.

Warm-up: If you could be any animal in the world – which animal would it be and why?

1. Students will read the poem ‘Tyger’ several times and react differently each time using supports and ‘during’ reading strategies.
2. Students will make personal connections to lines of poetry and reflect on their learning
3. Students will engage in an annotation activity where they will be challenged to find certain literary devices.

HW. Students will apply SIFTSEI using guiding questions for the poem Tyger

Feb. 22, 2010

W-Up What does fear look like to you? Answer using the following frame: Fear looks like a(n)….I feel this way because…

Objective: Students will be able to utilize the SIFTSEI framework as a way to look deeper into poetry. They will begin to analyze poetry.

Agenda

1. Look at analysis of Tyger – highlight poetic devices – share information.
2. Go through SIFTSEI with tiger – talk to kids about evidence and the need to prove what they say.
3. Homework re-do – apply what you learned – add evidence to previous poems.

All Homework due on Wednesday.

2.22

Write a rhyming a poem about an animal – the poem should express sadness.

Objective: Students will be able to utilize the SIFTSEI framework as a way to look deeper into poetry. They will begin to analyze poetry.

Agenda

1. Look at analysis of Tyger – highlight poetic devices – share information.
2. Go through SIFTSEI with tiger – talk to kids about evidence and the need to prove what they say.
3. Homework re-do – apply what you learned – add evidence to previous poems.
4. Introduction to poetic project…

February 23, 2011

Journal: When a poet sits down to write a poem what do you believe he thinks about as he is writing? Why do you think this?

Students will be able to utilize the SIFTSEI framework as a way to look deeper into poetry. They will look at poetic devices that the author uses for certain purposes.

1. Discuss questions on Mood and Tone for Tyger…look at book.
2. Go through SIFTSEI with tiger – talk to kids about evidence and the need to prove what they say. Discuss possible themes.
3. Discuss project for Wed and Fri. Students will pick poem and poetic feature. They will make a poster telling what the feature of poetry is about and how the element is shown in the poem. They will also show the literary devices that the poet uses to express that element.
4. WORK TIME

2/25

Write a poem that appeals to the senses (sight, touch, smell, taste, hearing) and therefore contains imagery and is about an icicle.

1. Hand back work – look over and organized
2. Discuss project – pick parts
3. Work on Poetry poster project…

**3/1**

Warm-up:  Write a poem that answers a question (your poem should include a question and answer) about a rainy day. The poem should express frustration.

Objective: Students will apply knowledge they have gained from past lessons and resources to answer questions and transfer this learning onto a poster where they can have a platform to teach others.

1. Look at notes – share with partner – ask and answer time.
2. Complete project – make sure all elements are evident

HW – Finished Project: Ready to present –include all required elements – SIFTSEI sense and theme.

**3/2**

Warm-up: Why does a poet write poetry? What are a few techniques/devices the author uses to get his or her message across and how does it work?

Objective: Students will be able to finding specific techniques used by the author in annotating a poem. They will first find the sense and then read several times to find 6 devices in small group and think about what impact this could have on the poem –

Agenda –

* Read: The Tide Rises, The Tide Falls…Get a sense of the poem
* Annotate the poem – look at these pieces to ultimately unlock the theme – Finish all steps as a group
  + Preview: Include Title, author, subject, rhyme scheme words/phrases that stick out
  + Sense: What is the poem generally about?
  + Annotate the poem…Your group should find 6 elements should ultimately relate to theme x6…What is the impact!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!1
  + How do each of these devices help you to unlock the meaning or theme of the poem?????

(Group Leader for A Tide Rises, A Tide Falls = Steven)

* ½ time work on Poster – NO EXCUSES……………………………………

HW- FINISH YOUR POSTERS

**3/4**

Warm-Up: Write a free verse poem about a candle.  Your poem should express regret or hope (YOU PICK!)

Objective students will be able to present the learning they have acquired over the last couple of weeks. They will be able to effectively present their posters and practice active listening. Students will be able to annotate the poem working together and with teacher support

Agenda:

* Go over what will be the look fors during presentation. Give 5 minutes to finish up.
* Go over objective of active listening and look fors as well as peer correction
* Presentation
* Finish Poem Annotation for A Tide Rises a Tide Falls

HW \_ Annotation of A Tide Rises A Tide Falls if not complete

3/7/2011

Warm-Up Word Shaking:

The tide ebbs and flows

Lonely Star fish

Lingering light

Glistening water

Cool breeze

Vast horizon

Use these words to tell a story – The words can shake out memory – Some picture you have seen previously – etc.

Objective: Students will be able to annotate a poem working collaboratively in a group and use the annotation they have done with a poem to answer both literal and inferential questions about the overall meaning of the poem.

Agenda:

1. Finish presentations – Student leading –Student listeners
2. Finish annotating the poem: A Tide Rises, A Tide Falls in a group. – See Look For sheet

Wednesday, March 10, 2011

Objective: Students will be able to annotate a poem working collaboratively in a group and use the annotation they have done with a poem to answer both literal and inferential questions about the overall meaning of the poem.

Warm-Up: Journal: Write a poem about an old photograph or vivid childhood memory you have.  Your poem should express appreciation.

1) Questions and Answers: The Tide Rises the Tide Falls – Try to figure out answers as a group. Ask and Answer the question. Check for correct grammar – verb tenses and article usage. (x 5)

2) (Just handed out…)Annotate new poem – go through same process as before – pre-reading, sense, annotation

..and unlock the meaning of the poem.

* See Steps for Annotating a POEM….The poem is…..Dulce Et Decorum Est… (Group Leader is SuHo)

HW Finish questions – Tide..

3/11/2011

W-up: Write a poem or story about a loved one who has since passed on…

Objective: Students will be able to use the annotation they have done with a poem to answer both literal and inferential questions about the overall meaning of the poem.

1) Discussed Questions and Answers for Tide Rises and Tide Fall – Try to figure out answers as a group. Ask and Answer the question. Check for correct grammar – verb tenses and article usage.

2) Continue Annotation of poem titled: Dolce – go through same process as before – pre-reading sense, annotation and theme… and unlock the meaning of the poem.

* See Steps for Annotating a POEM….The poem is…..In Flanders Fields: Joahn McCrae… (Group Leader is Su Ho)

Finish annotating the poem…and poem independently if possible

3/14/2011

Warm-up: A Metaphor – A metaphor compares two unlike things usually using the verb “to be” and not using like or as as in a simile. Metaphors establish a relationship between two things and leaves more up to the imagination. – We need to find out the likeness between these two things. ..Write a poem that includes a metaphor.

Objective – Students will be able to recognize metaphors in poetry and analyze these metaphors in poetry..

1) Mini-lesson on metaphors – see Langston Hughes’ poem Dreams – available on ESITEment review web resource Academy of American Poets----Students will understand what this is.

1) Questions and Answers: Dulce et Decorum – Try to figure out answers as a group. Ask and Answer the question. Check for correct grammar – verb tenses and article usage. (x 5)

2) )Annotate new poem – go through same process as before – pre-reading, sense, annotation

..and unlock the meaning of the poem.

* See Steps for Annotating a POEM….The poem is…..Dulce Et Decorum Est… (Group Leader is SuHo)

HW Finish questions – Tide..

3/16/11

w-up: Write a poem that includes a simile (reminded students about what a simile is..

Objective: Students will be able to recognize poetic devices and analyze why the poet made the choices to include these items.

Questions and Answers: Dulce et Decorum – Try to figure out answers as a group. Ask and Answer the question. Check for correct grammar – verb tenses and article usage. (x 5)

2) )Annotate new poem – go through same process as before – pre-reading, sense, annotation

..and unlock the meaning of the poem.

* See Steps for Annotating a POEM….The poem is…..Dulce Et Decorum Est… (Group Leader is SuHo)
* Study for test on Friday.

3/18

W-up – Game for points.

Summative.

Welcome Back – English 10 B

Tuesday - March 29th: Journal about what you did over the break. Include in your one important message you heard on the TV/Radio or saw as you were out and about.

**Day 1:**

A. Introduce Essential Questions

(a) audience - who is the product intended for

(b) message - what are the advertisers saying

(c) action - what do we have to do

B. What is media? (Stat discussion, see where it leads, if it doesn’t pan out, move on.)

-A form of communication meant for a large audience.

-Different forms of media

-Different types of messages

-A book will have a message, generally it could be summed up in theme statement, but they have many pages to state message

-A commercial has 15-30 seconds to send a message

-A tweet has 60 characters

-The message needs to fit the media

C. Advertising Technique PPT (Moodle)

-Take notes using “Advertising Technique Notes”

D. Watch [SuperBowl](http://superbowl-ads.com/article_archive/) commercials

-Class discussion on each one regarding the techniques applied

**March 30th Wednesday Day 2:**

**W-up: Adjectives add to the nouns or person, place or thing you are talking about. Adverbs add to the verbs or actions you may be describing. Brainstorm on board regarding advertisements. Think of your favorite advertisement – Tell us about it using a total of 6 adjectives or adverbs – highlight these in 2 different colors**

A. C. Advertising Technique PPT (Moodle)

-Take notes using “Advertising Technique Notes”

D. Watch [SuperBowl](http://superbowl-ads.com/article_archive/) commercials

-Class discussion on each one regarding the techniques applied

Show commercials

B. Students should discuss:

1. Technique(s)

2. Message

3. Intended Audience

HW- Students need to find one example of a commercial. Email the link to teacher. Be ready to talk about: Techniques used, Message, and Intended Audience.

**April, 5th Day 3:**

A. Show student commercials

B. Students should discuss:

1. Technique(s)

2. Message

3. Intended Audience

.**(need magazines for Print ads section)**

A. Photographers take hundreds of pictures, and the editors of news choose photos that fit the message of the article.

-Ex. If the article is about Obama being a bad president, a photo is NOT going to be used that makes him look triumphant.

-Important: Image fits the message (even in ads, image techniques are used to connect to the intended message)

Picture walk: Students consider message based on appearance of the image.

B. Image PPT (Moodle)

-Take notes using “Breaking Down Images Notes”

C. Images – Print Ads

Try to find 3 examples and identify both the advertising technique used and the image technique

-Look through magazines for advertisements in print

-With groups, choose an image and discuss: (a) ad tech. and (b) image tech.

-Analyze what techniques have been used in print add images

-Present (informally) to class

April 7th, Day 4

Warm-up - Discussion of at least one image convention advertisers use – explain what they do and wy>

B. Complete Image PPT (Moodle)

-Take notes using “Breaking Down Images Notes”

C. Images – Print Ads

Try to find 3 examples and identify both the advertising technique used and the image technique

-Look through magazines for advertisements in print

-With groups, choose an image and discuss: (a) ad tech. and (b) image tech.

-Analyze what techniques have been used in print add images

-Present (informally) to class

A. Newspaper Articles

B. Create GoogleDoc of Media Assignments with students

Note: A notebook will suffice

C. Newspaper Conventions

-Distribute MagvsNews STUDENT

Newspaper Column as lecture (see MagvsNews TEACHER)

D. Inverted Pyramid

-Distribute “Inverted Pyramid” diagram

-What is it? – Explain: Basic format of all hard-news newspaper articles

-Distribute “Identifying the 5Ws”

E. Using Newspapers: (in groups)

-Cut out newspaper article they choose

-Write a paragraph to half-page on why it is Newspaper

HW: Choose an “everyday event” and report on it as if it were hard-news (GoogleDoc it)

April 12th, Day 5

Warm-up - Discussion of at least one image convention advertisers use – explain what they do and why

**- Go over homework and discuss findings for newspaper article – mention “Hard News”**

A. Magazine Articles

Visual Comarison: Look at newspapers and magazines….similarities and differences “Soft news/feature News”

B. Go over Magazine Conventions

-Using the Magazine Column as lecture (see MagvsNews TEACHER)

…Select a magazine article: Work in pairs + identify what conventions are being used – write anecdotal notes on the magazine article itself

C. Distribute “Conventions of Magazine Articles” (with Newspaper Articles on back)

-Talk through it—they can use it to study from for summative

E Compare and contrast. Find an example of a magazine and one from a newspaper – Try to find the answers that fit into the chart from each example. Ex. The purpose of xxx is to show readers how…The purpose of pyp is to tell the readers what happened in Japan this week.

HW – Finish for HW

Wednesday, April 13th Day 6

W-UP

How does TCIS as an organization feel about English language use? (Write from what you feel is the perspective of TCIS)

A. Editorials

B. Distribute “EditorialvOpinion – STUDENT” sheet

-Take notes in lecture form, just like NewsvsMag

C. Read the editorial “[How Much of a Threat?](http://www.nytimes.com/2011/04/09/opinion/09sat2.html?partner=rssnyt&emc=rss)”

D. Read the editorial “[OMG! LOL! OED!](http://www.nytimes.com/2011/04/05/opinion/05tue4.html?ref=editorials)”

-Discuss again how the editorial meets editorial conventions

HW: Read the editorial “[Facebook Takes on Bullying—But Only Up to a Point](http://articles.boston.com/2011-03-12/bostonglobe/29340782_1_facebook-cyberbullying-report-abuse)” and write a paragraph about how it meets editorial conventions. **Why is this an editorial?** Use notes, be as detailed as possible.

**Friday, April 15th, 2011 Day 7**

**What is your opinion about TICS’s English only policy? What do you think about it and why?**

A. Opinions

B. Direct student attention to “EditorialvOpinion – STUDENT” sheet

-Give notes in lecture form on Opinion side

-Explain that it is sometimes OpEd b/c it is “Opposite the Editorial”

C. Read the Opinion “[Do You Suffer from Facebook Envy?](http://www.koreaherald.com/opinion/Detail.jsp?newsMLId=20110314000083)” or Read the Opinion “[NCAA’s Double Standard](http://www.nytimes.com/2011/04/09/opinion/09nocera.html?ref=contributors)

-Discuss article and talk about Opinion conventions/Look at Structure sheets

D. Try to find a good example of an opinion piece. Look in your favorite news paper: Ex. KoreaTimes, USA Today, BBC, New York Times.

1) Write the title of the Opinion Column

2) What was the viewpoint of the author? What were they trying to make readers think about?

3) Do you agree with the author? What is your opinion?

**Day 1:**

**WARM – UP + Pretend that this past weekend a good friend of yours left her diary in at your house. You decide to read her diary because you like her and were wondering if your name was mentioned in the pages. Instead of finding information about you – you find out her weekend plans. Friday night is written in BOLD LETTERS -you go on to read about how bad life is because all this girl does is study. She wants to get away and decides the best way to do this is to take a night train to Seoul to hang out with some friends there. She doesn’t tell her parents or sister. She will come back Sunday afternoon – What is your opinion of your friend’s actions or her weekend story? Write her a response that includes your opinion in your journal.**

Focus: Letter to Editor

B. 15 Minutes of reading news online

-www.nytimes.com

-Click on the “Opinion” link

-On left, scroll down until “Letters” link

-Click on something that interests you, but before you read the letter, click on the blue link to the original article.

-Ask what students thought of writing personal thoughts to editor

C. Go over Letter to Editor Conventions

-Orally, again

D. The “Karate Kid” article

-Read it aloud

-~~Fill out the IB Prewriting Chart~~

~~-Explain that the point is just to identify the type of media before you begin pulling thoughts together for an IB question~~

-Students write their own letter to editor expressing thoughts/feelings

HW: Summative on D1 of next week, be sure to study your notes about different media forms!

**Day 2:**

A. Interview

B. Go over Interview Notes

-either publish interview (Q and A) – or print an article/w quotes

C. Go over Interview Write-up Notes (Do this step after the actual interview)

D. Read “One-Day’s Wages – Eugene Cho”

-Do this as interview-style, one student read the interviewer, another the interviewee

-Discuss article as well as how it fits conventions

E. Read [Park Ji-Sung interview](http://www.goal.com/en/news/9/england/2010/03/05/1818926/goalcom-interview-south-korea-superstar-park-ji-sung-insists)

-Again, discuss how it fits conventions

F. Journal (5min) – What has made you who you are today – What is your defining moment in life?

g. Interview -

-Partner students up

-Interview each other using the interview questions provided in Interview Notes

-Type up the script as you go, remind interviewee to talk slowly

HW: Do the write-up (essentially, the introductory paragraph) – Give students media study guide

**Day 3:**

A. Study day

B. Walk through things they’ll need to know

-Use the Media Study Guide

C. If D3 is not applicable (Good Friday), then just send the review sheet home with students as an extra help

April 26th, 2011

1. Warm – up: Q and A: What’s on the test – Review.
2. MEDIA SUMMATIVE

HW: NONE

**April 28, 2011**

w) Warm-up: What do you know about Shakespeare? What plays do you know?Think/Pair/Share.

Preview Vocab: A Midsummer Night’s Dream – Put into categories.

2) When is the best time of the year for Love and Dreams? Journal…/Discuss.

*A Midsummer Night’s Dream* = What do you think it is about? Predict.

1. Read Preview to play – Answer questions/Discuss.
2. Watch movie: A Midsummer Night’s Dream: As you listen write down 3 things you remembered or learned from the video. Be Specific. Make a drawing of one image left in your mind after viewing this video. Draw and add a caption underneath describing what your picture represents.

HW. Bookmark: No Fear Shakespear.

Go to the library with your library card and check out the book A Midsummer Night’s Dream

April 30, 2011

Warm-up: Share what you learned from the movie. What are your impressions? – What did enjoy ?– What didn’t you like? – provide specific examples.

Watch video (Day 2): *A Midsummer Night’s Dream*

Write down 3-5 SPECIFIC things you learned from viewing this movie.

HW: Read Act 1 of the play in your book. – Write down 5 words you had difficulty understanding along with the sentence it is in and the page number. Complete pink pages – comprehension guide on a *Midsummer Night’s Dream*

May 3, 2011

Warm-up – Discussion what you learned from watching the movie so far..

1. Continue watching the play – stop/explain and discuss movie along the way.
2. Read Act 1, Scene 1 small book
3. Add to notes – work on paraphrase of the scene

HW. Finish paraphrase and picture for notes if not complete

Read Act 1, Scene 2 small book (pages☺ 7-15)

Read lines 130-257 in large book (look at small book for guidance if needed)

Wednesday: May 4, 2011

W-up: Correct pink pages (comprehension guide) Answers on act1, scene 1 – What is significant about the plot of the play that Quince is casting?

1. Continue watching the movie – stop/explain and discuss move along the way.
2. Read Act 2, Scene 1 small book
3. Add to notes – work on paraphrase of the scene – look at actual words in lines 1-105 big book
4. Work to complete pink pages act 2..

HW – finish for HW if needed

Friday - May 6th

Warm-up: Word Swap : Write your words down you don’t understand – put them in a hat. Someone pulls out reads the word – we discuss and try to find the meaning.

Act 1 Scene 1 – Discussion on parts of actual play. Lines – 150-237

Act 1 Scene 2 - Discussion read parts of actual play.: Lines – 1-150

Group quiz Scenes. 1 and 2

1. HW – Read Act 3, Scene 1 pp. 15-30– (small book): Review specific lines from Large book Act 3 Scene 1: Lines 122-208 (2 People) (teacher reads Peaseblossom, Cobweb and others)
   1. Bottom 38
   2. Titania 34
2. Finish quiz and bring to class

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**Day 1: Friday, May 13th**

B. Finish reading the play

C. Give parts for Performance Summative

-Lines memorized by May 18 (Day 2), which will be a practice day

D. Assign an act to each group (Act IV/V combined if you only have 4 groups)

-Explain: Theme Category / Broad Theme is “Love”

-Come up with a theme statement for your act about “love”

-You need to choose lines that exhibit that (textual evidence)

-Quotes that support

-Situations that show it

-Analysis is showing how quote displays theme

-Teacher created googledoc (or posters/ppt) so that all have access to quotes

-If the students think they are finished within 10 minutes, look over what they have done and challenge it.

E. Present theme statements to class.

-Encourage other groups to poke holes and disagree

**Friday – May 13th:**

A. 101 Bible Sayings

B. Read Act 4 and 5… - Look at quizzes.

C. Choose **three** different groupings of characters (eg. Theseus/Hippolyta, Lovers, Oberon/Titania, Egeus/Hermia, Bottom/Titania, Pyramus/Thisbe) and create a theme statement based their relationship.

-Look through the play for instances of evident themes via character interaction

-This is key and should take some time

-Looking for quotes

-Create a theme statement for each pair/grouping of characters

-This will be on summative, so take it seriously

-Triple activity (not group, but only 2 people)

**Tuesday May 17, 2011:**

A. Give key quotes to students (from the summative): See if they can decipher the meaning

B. Answer the following about the quotes

1. Write out each instance of figurative language in the quote. What is Shakespeare saying through this figurative language?

-Basic interpretation of what is happening.

2. How does what is being said reveal the theme?

-What does that tell you about a theme in the play?

-Each example of figurative language from quotes needs to be addressed

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Act 2 Scene 1: Lines 151-194 (1 Person)
   1. Oberon 41
2. Act 2 Scene 2: Lines 41-71, Act 2 Scene 2: Lines 94- 151 (2 People- multiple parts)
   1. Lysander 17 (41-72)
   2. Hermia 14 (41-72)
   3. Helena 32 (same girl plays both) (94- 151)
   4. Lysander 27

May 18th and May 20th

Students work at their own pace finish up their preparation of performance summative

Worked with each student to read lines – answer questions – look at theme – help build up their presentation.

May 23.

Students will perform their summative – Audience will watch – will videotape. – Hand out study guide Finish watching movie - FINISH

May 25th

Turn and Talk - what is favorite part of this play – why?

Get behind a box – Ask and Answer time – jigsaw answers to quizzes – Use these to study on the test – see me if you disagree with anything.

May 27th.

W-up – Student Survey

15 – 20 minute CRAM study for test.

Class awards and Party.